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ABSTRACT

This document contains the information required to present a 1-year school course that is the capstone class of a 2-year marketing major and is designed for high school students wishing to develop the skills required for entry into the marketing industry. The document begins with a rationale, brief course description, list of course objectives, and list of 10 best practices identified from a review of literature about current and future workplaces. Presented next are outlines for each of the course's five units. Each outline includes an overview, unit objectives, student activities, and a topic outline. The following are among the topics discussed in the units: economic systems (the free enterprise system, world economies, the global marketplace); entrepreneurship (entrepreneurship, risk management, business plans, business finance); technology in business (computers in marketing, specialized computer technology for marketing); career planning (careers in marketing, career decisions); and communications (the communication process, listening, reading, speaking, telephone skills, writing, resumes and job interviews, electronic mail, nonverbal communication). Concluding the document are a sample final examination and rubric. An attachment constituting approximately 50% of the document includes sample student activities and teacher materials.(Contains 12 references.) (MN)

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ED 412 341

# ADVANCED MARKETING/ COOP
## *COURSE OUTLINE*

**Improvement of Instruction of Business Subjects**
**BEOS 621**
**Dr. Donna Everett**

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# ADVANCED MARKETING/COOP

## I. RATIONALE:

The Advanced Marketing/Coop class is the capstone class in the two year marketing major. The prerequisites for this class are one of the following classes: Retail Marketing, Fashion Marketing, Food Marketing, or Salesmanship/Advertising and Promotion. It is designed for students to further develop job entry skills for the marketing industry. Along with class discussions and activities, cooperative learning experience is provided for hands-on learning in today's workplace.

## II. COURSE DESCRIPTION

The Advanced Marketing/Coop class is a one credit hour class of instruction. Students also have the option of participation in cooperative learning activities that can be credited for up to two hours of high school credit.

The class discusses topics such as the economics systems throughout the world, career planning, leadership and management skills, communication skills, and job skills necessary for the workplace of tomorrow. The cooperative learning provides students the opportunity to increase their job search skills, develop networks for future employment, and gain valuable work experience. This class is valuable to all students that wish to succeed in a career in business.

## III. COURSE OBJECTIVES (1 Semester)

- Demonstrate understanding of concepts related to economic systems.
- Demonstrate understanding of concepts related to the free enterprise system.
- Demonstrate understanding of concepts related to international economics.

- Demonstrate understanding of concepts related to economic measurement.
- Demonstrate understanding of entrepreneurship concepts.
- Demonstrate understanding for developing a business plan.
- Demonstrate understanding for the role that technology plays in today's workplace.
- Demonstrate strategies for effective career planning.
- Demonstrate effective communication skills.

## IV. BEST PRACTICES

Upon reviewing literature about today's workplace and the future of the workplace, the following practices will take place during the Advanced Marketing/Coop class.

1. Introduction to technology in use in today's business.
2. Updated articles on the current business trends.
3. Field trips to gain firsthand knowledge of business trends.
4. Guest speakers.
5. Use of internet technology.
6. Small group projects.
7. Incorporate problem solving and decision making into lessons.
8. Develop fictional businesses and business plans.
9. Demonstrate job skills relevant to success in the workplace.
10. Oral and written communication to classmates and businesses.

# UNIT 1 – *ECONOMIC SYSTEMS*

## I. OVERVIEW

The unit on economic systems is designed to help students understand different world economies, the fundamentals of the free enterprise system, the ways in which economies are measured, and the growing emphasis of international trade and a global economy.

## II. UNIT OBJECTIVES

- Identify the basic principles of a free enterprise system.
- Describe the various roles government plays in our free enterprise system.
- Explain the term economy.
- Compare and contrast the economic approaches of capitalist, socialist, and communist societies.
- List the goals of any economy.
- Identify the various measurements used to analyze an economy.
- Describe the four phases of the business cycle.

## III. STUDENT ACTIVITIES

1. Students will choose one of the technological products of the last 15 years. How has the principles of the free enterprise system affected the price and quality of that product over that time period? Explain.
2. In groups, students will find current newspaper and magazine articles that discuss a governmental interaction with business. Explain these interactions.
3. Using the internet, research foreign currencies and the relationship the U.S. dollar.
4. Complete case studies discussing capitalism, socialism, and communism.
5. Research the term global economy. What is the importance of understanding the term as we enter the year 2000?

6. Complete a portfolio assignment pertaining to the importance of a global economy.
7. Choose a country. Find the GNP, GDP, CPI, and standard of living of that country. How does it compare to the United States? What are the goods that it imports/exports?
8. Research the Great Depression era in the United States. What caused it? What phase of the business cycle are we in in 1997?

IV. UNIT OUTLINE

I. Our Free Enterprise System
   1. Basic Principles
      a. Freedom of Ownership
      b. Competition
      c. Risk
      d. Profit
   2. The Role of Government
      a. Provider of Services
      b. Regulator
      c. Supporter of Business
      d. Competitor
   3. The Role of the Consumer
      a. Deciding Which Businesses Survive
      b. Determining Prices

II. World Economies
   1. What Is an Economy?
      a. Resources
      b. Scarcity
      c. Basic Economic Questions
   2. How Does an Economy Work?
      a. Market Economies
      b. Command Economies
      c. Mixed Economies
   3. When Is an Economy Successful?
      a. Economic Measurements
      b. The Business Cycle

III. The Global Marketplace
   1. Why International Trade?

# UNIT 2 -- *ENTREPRENEURSHIP*

## I. OVERVIEW:

The unit of entrepreneurship introduces students to the process of planning, starting, and managing their own businesses. Students will show decision-making and problem solving skills as they discover the qualities and skills needed to become a successful entrepreneur. This unit covers topics such as risk management, business plans, types of business ownership, and financial information as it pertains to business ownership.

## II. UNIT OBJECTIVES

- Define entrepreneurship.
- Identify advantages and disadvantages of entrepreneurship.
- Identify personal skills and characteristics entrepreneurs need.
- Discuss forms of business ownership.
- Explain the legal steps to take in establishing a business.
- Discuss various types of business risks.
- Identify ways businesses handle risks.
- Discuss and create a business plan.
- Describe the purpose of preparing financial documents.
- Discuss the financial statements important to businesses.

## III. STUDENT ACTIVITIES

1. In groups, students will discuss and list advantages and disadvantages of entrepreneurship.
2. In groups, students will discuss skills and characteristics entrepreneurs need.
3. Students will write a brief paper discussing the three types of business ownership and give examples of those businesses in their community.

4. Students, in teams of 3-5, will create a "silly" product to be mass-marketed to children and adults. The teams must advertise, package, and promote their product.
5. Students will complete case study "Doing Business on the Internet". (page 516)
6. Students will create a product to be sold over the internet.
7. Students will create a business listing the type of ownership, location of the business, products sold, advertising, target market, risk management, and financial plans for the business.
8. Students will answer case study "Seeds of Business Success". (page 541)
9. Students will create a business plan for their business they created. This plan will include financial statements.

## IV. UNIT OUTLINE

I. What Is Entrepreneurship?
   1. What is Entrepreneurship
      a. The Risk of Entrepreneurship
      b. Advantages of Entrepreneurship
      c. Disadvantages of Entrepreneurship
   2. Characteristics of a Successful Entrepreneur
      a. Do You Have What It Takes?
   3. The Importance of Entrepreneurship in Our Economy
   4. Forms of Business Organization
      a. The Sole Proprietorship
      b. The Partnership
      c. The Corporation
   5. Legal Steps in Establishing Your Business

II. Risk Management
   1. Risk Management
   2. Kinds of Risks
      a. Economic Risks
      b. Natural Risks
      c. Human Risks
   3. Handling Business Risks

a. Risk Prevention and Control
b. Risk Transfer
c. Risk Retention
d. Risk Avoidance

III. Developing a Business Plan
1. Developing a Business Plan
2. Description and Analysis of the Proposed Business
    a. Type of Business, Business Philosophy, and Product
    b. Self-analysis
    c. Trading Area Analysis
    d. Market Segment Analysis
    e. Analysis of Potential Locations
3. Organization and Marketing Plan
    a. Proposed Organization
    b. Proposed Good or Service
    c. Proposed Marketing Plan
4. Financial Plan
5. Sources of Capital
    a. Equity Capital
    b. Debt Capital

IV. Financing the Business
1. The Financial Part of a Business Plan
2. The Personal Financial Statement
3. Estimating Start-up Costs
4. Estimating Business Income and Expenses
    a. Estimating Total Sales
    b. Calculating Net Sales
    c. Determining Gross Profit
    d. Projecting Business Expenses
    e. Net Income from Operations
    f. Net Profit or Loss Before Taxes
    g. Net Profit or Loss After Taxes
5. The Balance Sheet
6. Cash Flow Statement

# UNIT 3 – *TECHNOLOGY IN BUSINESS*

## I. OVERVIEW

The unit Technology in Business takes a look into the dependence on technology in businesses today and in the future. Business in the year 2000 and beyond must be able to keep up with the latest technology to succeed. In addition to the individual business, technology will connect consumers to businesses globally. This unit will give the students an insight into what skills and knowledge is vital for their success in the everchanging world of business and technology.

## II. UNIT OBJECTIVE:

- List the major ways computers are used to save businesses money.
- Discuss the functions of basic pieces of computer hardware.
- Define software.
- Describe the 6 types of popular computer software.
- Name types of computer systems that are affecting the world of marketing.
- Discuss the future of computer technology.
- Identify other types of computer related technology that are used in businesses today.

## III. STUDENT ACTIVITIES

1. Students will make a collage of new technology available for businesses and present their uses to class.
2. Students will summarize the technology used in businesses that the class has viewed on a field trip.
3. Complete the exercise "Take a Field Trip on the Internet".
4. Complete the exercise "Plan for Products and Services for the Cyberspace Marketplace".
5. Complete lessons using database, spreadsheet, desktop publishing, and word processing software.
6. Complete case study "Predicting the Future".

7. Create the workplace in the year 2010. Describe the technology used.

## IV. UNIT OUTLINE

1. Computers in Marketing
2. Types of Computers
3. Computer Components
    a. Hardware
    b. Software
4. Software Programs
    a. Word Processing Programs
    b. Database Programs
    c. Spreadsheet Programs
    d. Desktop Publishing Programs
    e. Graphics and Design Programs
    f. Communications Programs
5. Specialized Computer Technology for Marketing
    a. Point of Sale Systems
    b. Online Services
    c. Electronic Mail
    d. Interactive TV
6. The Future of Computer Technology

# UNIT 4 – *CAREER PLANNING*

## I. OVERVIEW

The unit on Career Planning will explore the benefits of a marketing career and the twelve marketing occupational areas. Students will examine their goals and skills and determine which careers in the marketing field best suits their personality. The unit will enlighten students to existing and future job opportunities while introducing students to avenues to find job vacancies.

## II. UNIT OBJECTIVES

- Discuss the importance of marketing careers in the U.S. economy.
- Examine current and future employment trends.
- Discuss benefits of working in marketing.
- Define the twelve areas of marketing.
- Discuss possible careers in marketing.
- Assess values, lifestyle goals, interests, skills and aptitudes.
- Complete a career assessment.
- Name career research resources.

## III. STUDENT ACTIVITIES

1. Research five different careers in the marketing field.
2. Summarize one article per day on job opportunities in the marketing field.
3. Research job opening and review job descriptions advertised on the internet and in local classifieds. What skills are businesses looking for?
4. Complete case study "Sun Financial Group's Clay Biddinger". (page 551)
5. Complete personality tests, given by a counselor, to determine types of jobs best suited for the student.
6. Shadow a person in the marketing field and describe their everyday functions to the class in a oral presentation.
7. Create a personal career profile.

8. **Complete case study "Glenn Jones: The Cable King". (page 570)**
9. **Develop an in-depth 'Plan of Action' for reaching career goals.**

## IV. UNIT OUTLINE

I. Careers in Marketing
   1. An Overview of Marketing Careers
   2. Employment Trends
   3. Benefits of a Marketing Career
   4. Marketing Occupational Areas
   5. Job Levels in Marketing
   6. Marketing Education and Career Pathways

II. Making Your Decision
   1. Choosing a Career
   2. Self-Assessment
      a. Your Values
      b. Your Lifestyle Goals
      c. Your Interest
      d. Your Skills and Aptitudes
      e. Your Personality
      f. Your Work Environment
   3. Career Assessment
   4. Research Resources
   5. Developing a Plan of Action

# UNIT 5 – *COMMUNICATIONS*

## I. OVERVIEW

The unit on communications focuses on the importance of communication skills in today's workplace. Communications takes many forms. Speaking, listening, writing, and reading are a few of the skills vital to success on the job. This unit will look at those skills, as well as, non-verbal communication and communication via technology (ex. E-mail).

## II. UNIT OBJECTIVES

- Explain the six primary elements of communication.
- List three blocks to listening.
- Use listening skills to improve understanding of messages.
- Practice three skills that will help in reading for understanding.
- List the three most common purposes for speaking.
- Define parliamentary procedure and its purpose.
- Describe how to arrange a formal business meeting.
- Describe proper telephone skills.
- Identify the eight standard parts of a business letter.
- Understand how to use E-mail on the computer.
- Understand the importance of resumes and cover letters.
- Explain the proper ways to approach a job interview.
- Identify non-verbal communication and its meaning.

## III. STUDENT ACTIVITIES

1. Complete case study "Tickling the Business Funny Bone". (Page 126)
2. Present speeches, in groups, given one of the three common purposes of speaking.
3. Complete a "following directions" test.
4. Conduct a meeting, as a class, using parliamentary procedure.
5. Set up and use E-mail with classmates.
6. Role play proper techniques of telephone skills.

7. Write a business letter to a company complimenting one of their products.
8. Observe someone in the cafeteria from a distance and interpret the body language of that person.
9. Develop a resume and cover letter.
10. View a video on job interview skills.
11. Role play job interviews.

## IV. UNIT OUTLINE

1. The Communication Process
    a. Senders and Receivers
    b. Messages
    c. Channels
    d. Feedback
    e. Blocks
    f. Setting
2. Listening
    a. Listening Skills
    b. Blocks to Listening
3. Reading
    a. Know the Purpose of Your Reading
    b. Read for Meaning
4. Speaking
    a. Know the Purpose
    b. Using Your Voice
    c. Speaking Formally
    d. Parliamentary Procedure
5. Telephone Skills
6. Writing
    a. Basic Considerations in Writing
    b. Develop a Writing Style
    c. Letters, Memos, and Reports
    d. Company Publications
7. Resumes and Job Interviews
8. Electronic Mail
9. Non-verbal Communication

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# *UNIT 1 - ECONOMIC SYSTEMS EXAM AND KEY*

## UNIT 1 - ECONOMIC SYSTEMS
## EXAM

**True/False**

1. In theory, a free enterprise system encourages individuals to start and operate their own business without government involvement.

2. The free enterprise system in the United States is a pure free enterprise system.

3. Businesses are always taking risks in a free enterprise system.

4. Consumers in a free enterprise system determine what businesses succeed and the price of the products they produce.

5. When supply exceeds demand their is a shortage of that product.

6. In a command economy, the government answers the three basic economic questions.

7. The goal of all economies is to increase productivity, decrease unemployment, and maintain stable prices.

8. Double-digit inflation is good for an economy because it shows that the economy is stable.

9. Businesses expand their operations during times of prosperity.

10. Government has no bearing on what happens in an economy.

11. The trend in economics is that all countries are becoming more self-sufficient than in previous decades.

12. Increased trade with foreign economies allows businesses to employ more people, in return, helping the national economy.

13. The difference in value between imports and exports is called balance of trade.

14. The countries involved in the North America Free Trade Agreement created in 1994 are Canada, the United States, and Japan.

15. A tariff is a tax that countries place on imports coming into a country.

**Multiple Choice**

16. Which of the following does competition in a free enterprise system not effect?
    a. Quality of Products
    b. Minimum Wage
    c. Price of Products
    d. Wider Selection

17. Exists when the amount of a product supplied is equal to the amount o product demanded.
    a. Equilibrium
    b. Shortage
    c. Break Even
    d. Surplus

18. Which of the following is a business in the United States that may be considered a monopoly?
    a. Computer Companies
    b. Sporting Goods Industry
    c. Telephone Services
    d. Utility Companies

19. Choose the term that does not belong as it pertains to the term resources.
    a. Land
    b. Security
    c. Labor
    d. capital

20. Choose the question that is not determined by an economy.
    a. What goods will be produced?
    b. How will they be produced?
    c. When will they be produced?
    d. For whom will they be produced?

21. The United States economy is considered to be a
    a. Command Economy
    b. Market Economy
    c. Mixed Economy

22. The measure of the goods and services produced using labor and property located in a country is called
    a. Gross Domestic Product
    b. Balance of Trade
    c. Standard of Living
    d. Consumer Price Index

23. Goods sold to other countries.
    a. Imports
    b. Balance of Trade
    c. Quotas
    d. Exports

24. A total ban on specific goods coming into and leaving a country.
    a. Tariffs
    b. Quotas
    c. Embargoes
    d. Exemptions

25. Limits either the quantity or monetary value of a product that may be imported.

a. Tariffs
b. Quotas
c. Embargoes
d. Exemptions

**Short Answer**

26. In the United States monopolies are not legal. Why are monopolies not good for our economy? Discuss how competition is good for consumers.

27. List the four phases of the business cycle. Choose one phase and describe its effect on unemployment, output of goods and services, and consumer spending.

28. Why is the United States not considered a pure market economy?

29. Describe what happens to the dollar and spending power during times of inflation.

30. The economy throughout the world is becoming more global. Describe how this statement is true. What technology is making this statement more true?

**UNIT 1 - ECONOMIC SYTSTEMS**
**EXAM KEY**

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. False
11. False
12. True
13. True
14. False
15. True
16. B
17. A
18. D
19. B
20. C
21. C
22. A
23. D
24. C
25. B

* Answers for short answer questions 26 - 30 will vary.

# *RUBRIC*
## BE AN ENTREPRENEUR

## BE AN ENTREPRENEUR - RUBRIC

| CRITERIA | OUTSTANDING 9-10 PTS | SATISFACTORY 7-8 PTS | INADEQUATE 5-6 PTS | POINTS |
|---|---|---|---|---|
| Report Format | • Table of contents is clear and easy to read<br>• Uses headings and subheadings<br>• Grammatically correct | • Table of contents not detailed but easy to read<br>• Uses headings but no subheadings<br>• A few grammatical mistakes | • Table of contents not readable<br>• No headings<br>• Many grammatical mistakes | |
| Business Ownership | • Shows an understanding of the type of ownership and relates that to the business in detail | • Shows a general understanding of the type of ownership and is somewhat detailed | • Does not give detailed reasons for choosing that type of business ownership | |
| Location of Business | • Chose a location after giving detailed reasons that this location is best | • Gave partial reasons for the location of the business | • Chose a location at random with no thought of its importance | |
| Sketch of Business | • Blueprint of business detailing each department<br>• Sketch is neat and detailed | • Blueprint shows each department<br>• Somewhat neat and legible | • Very general sketch<br>• Design is not neat and legible | |
| Products | • Tell why the product or business is unique or better than similar products in detail | • Product is good but description is not detailed | • Product is not realistic or an improvement of an existing product | |
| Advertising | • Advertising campaign is creative and all forms of advertisement is considered | • Good advertising slogan<br>• Uses different types of advertisements but others could be used | • Advertisement slogan not creative<br>• Limited forms of advertisement | |
| Target Market | • Target market is well defined and reasons for that market well thought through | • Product is designed to reach one market but other could also be used | • Target market not well defined | |
| Risk Management | • Surveillance, fire, customer safety, and worker safety thoroughly designed | • Well defined risk management for certain risks but not all | • Very general plans for risk management | |
| Financial Plan | • In-depth start up cost worksheet, projected income statement, and projected cash flow statement | • All three worksheets list most but not all major expenses | • Worksheets and statements not detailed. Leaving out many expenses | |
| 100-95% =A<br>94-88% =B<br>87-78% =C<br>77 -70%=D<br>Below 70%=F | | | **TOTAL POINTS**<br>**PERCENTAGE** | _____\90<br>_____% |

# *STUDENT ACTIVITIES AND TEACHER MATERIALS*

## MATERIALS USED IN COURSE

* Dry Erase Board and Markers
* Overhead and transparencies
* Bulletin boards
* Internet, wordprocessing software and E-mail
* Television and VCR
* School computer lab
* Current event articles
* Textbooks and other related text
* Guest speakers
* Field trips to area businesses
* Poster boards and markers

Figure 4-6

## THE BUSINESS CYCLE

Economists have identified four phases that comprise the business cycle.

### Prosperity

is a period of economic growth. Nationwide there is low unemployment, an increase in the output of goods and services, and high consumer spending. Sometimes this period is called peak prosperity.

### Depression

is a period of prolonged and deep recession. During a depression, consumer spending is very low, unemployment is very high, and production of goods and services is down significantly. Poverty results because so many people are out of work and cannot afford to buy food, clothing, or shelter. The Great Depression of the early 1930s best illustrates this phase of the business cycle.

### Recession

is a period of economic slowdown. Unemployment begins to rise, fewer goods and services are produced, and consumer spending decreases. Recessions can end relatively quickly or last for a long period of time.

### Recovery

is a period of renewed economic growth following a recession or depression. Recovery is characterized by reduced unemployment, increased consumer spending, and moderate expansion by businesses. Periods of recovery differ in length and strength.

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PORTFOLIO ACTIVITY
Preparing For A Global Economy

The term global economy has become more common among businesses and business publications. To get you acquainted with this movement in the world of business, you will research and interpret what businesses are doing internationally.

While doing this assignment, consider the ways that your are going to take part in the global economy as a consumer and a worker.

For this portfolio entry complete the following:

1. Create a visual scrapbook of international business.

   You are to collect at least five news articles, magazine articles, and internet items. The articles should discuss terms such as importing, exporting, foreign trade, foreign exchange, joint ventures, trade barriers, balance of trade, and tariffs. Briefly summarize each article in a scrapbook on international trade.

2. Write a one page (typewritten) paper discussing what you have learned from your research.

   In this paper, you are to discuss how a global economy is going to be a factor for you as a consumer and worker in the year 2000 and beyond. Discuss the trends that you see business heading for. (Ex. technology, job description, etc.)

**Be An Entrepreneur**

Eighty percent of the new jobs created come from businesses that are less than five years old. Small businesses account for fifty percent of the gross domestic product (GDP) in the United States. The exercise lets YOU assume a very important role in the success of the United States economy. YOU are about to become an entrepreneur.

Think about a business that you think would fun, unique, and most of all, successful. Create that business in a report format. The report should include the following:

- Discuss the type of ownership that the business will be (Sole proprietorship, partnership, or corporation). Discuss why you chose this form of ownership.
- Discuss where you plan to locate your business and why? (Remember, as they say in real estate—Location is everything)
- Draw a sketch of the business that you want to start.
- Describe the products that you are going to sell. You can invent a product or explain why your product is better than a similar product on the market.
- Create an advertising campaign for your company or product.
- What is your target market? Who do you try to sell your products to?
- Describe the different ways that you will advertise your product.
- Develop a risk management policy. How will you protect your business from fire, theft, etc.?
- Develop a financial plan. How much money will it take to get the business started and running? Where will you receive the financing from?

Please be detailed in the ideas that you have for your business. As a first time entrepreneur, you will be taking a huge financial risk. Think it through!

This report will be typed and should contain a title page and table of contents. The body of the report should contain headings and subheadings.

## TAKE A FIELD TRIP ON THE INTERNET

### EXPECTED STUDENT LEARNING OUTCOMES

Understand the Marketing Mix
Use Oral Communications in Marketing
Use Written Communications in Marketing

### ANTICIPATORY SET

Begin or continue discussion of marketing in society
Explore the companies that are doing business on the Internet
Evaluate an on-line mall: compare the businesses, customers, product presentation, and buying potential of the on-line mall with a local or nearby shopping mall and/or store catalogs
Use the information to create an oral and a written report

### OBJECTIVES

Students will demonstrate knowledge of how marketing serves people.
Students will be able to discuss marketing concepts.
Students will explore CommerceNet and Hoover's Online to see how many major companies are using the Web to transact and promote business.
Students will explore the Branch Mall on the Internet.
Students will prepare an oral and a written report of the information they obtain from CommerceNet or Hoover's Online on how a major company does business on the Web.
Students will access the Branch Mall and evaluate, compare, and contrast the on-line shops with the businesses and stores in a local shopping mall.

### MATERIALS NEEDED

Computers with Internet capabilities
Preparatory questions to answer about businesses on the Internet
Copies of store catalogs

### PROCEDURES

1. Review how marketing serves people, the marketing concepts, the four Ps of marketing and how they relate to the marketing concept, and why the field of marketing is dynamic. The dynamic nature of marketing will be demonstrated in this lesson with a visit to the World Wide Web to find out what kinds of companies and shops are doing business on the Internet.

2. Develop a list of questions that students are to answer before exploring each site in today's lesson. Examples of questions might include:
   - What major companies are promoting their products on the Web? Choose one and explore it in depth.
   - What kinds of businesses are located in the on-line mall? Are the products easy to order? Who are the potential customers? What are the major differences in doing business in each mall?
   - Compare the product presentation at a shopping mall, an on-line shopping mall, and a catalog.
   - Apply the four Ps of marketing to the shops in the on-line mall. How are they used?
   - How would the students prefer to do business? Where would their parents prefer to do business?

3. Placing your students in small groups or teams, have them access the sites listed below to see how major companies use the Web to transact and promote their business.

**Commerce Net**
***http://www.commerce.net/***

**Hoover's On-line**
***http://www.hoovers.com/***

**The Branch Mall**
***http://www.branchmall.com:1080/index.html/***

**Other On-line Shopping Malls**
***http://www.ro.com/ShopInternet/malls.html/***

**The All-Internet Shopping Directory**
***http://www.webcom.com/~tbrown/***

**Shopping Spree Marketplace**
***http://www2.pcy.mci.net/marketplace/index.html/***

4. Have your students prepare a written report on one major company they explored to present orally to the class. Display the reports on a classroom bulletin board entitled **Did You Know These Companies are Doing Business on the Internet?**

**CLOSURE**

In class today, students have been exposed to marketing and selling products on the Internet. By comparing the traditional mall to the on-line mall, students should have a better understanding of the dynamic scope of the marketing field and the many marketing possibilities that will be available through the use of the Internet. Students also should have created and presented a report of their analysis of doing business in the new medium. By displaying their reports, students are encouraged to use effective writing techniques and to share knowledge with their peers and other faculty members.

## PLAN FOR PRODUCTS AND SERVICES FOR THE CYBERSPACE MARKETPLACE

### EXPECTED STUDENT LEARNING OUTCOMES

Plan for Products and Services in the Marketplace
Understand Human Relations in Marketing
Use Oral Communications in Marketing

### ANTICIPATORY SET

Acquire and use e-mail skills
Exchange information with an individual keypal or class in another town, state, or country to find out about the local economy and related demographics: fads in clothes, music, fast food, snacks, etc.; and other pertinent marketing information
Use the information to create an oral and a written report

### OBJECTIVES

Students will demonstrate knowledge of the "Rules of the Road."
Students will demonstrate effective writing techniques on the Internet.
Students will demonstrate how to use e-mail software, how to use their password, and how to apply the correct address protocols.
Students will be able to access the U.S. Bureau of the Census on-line to find (1) demographic data for their town or state and (2) the demographic data for their keypal or class.
Students will be able to discuss similarities and differences in trends, economy, and demographics, and know how to plan for products and services in the marketplace.
Students will share (in an oral and a written report) the information they acquire from their keypal or class.

### MATERIALS NEEDED

Computers with Internet and e-mail capabilities
Keypal e-mail addresses for each of your students
Preparatory questions that will provide an understanding of the products and services that are available in another town or state or country

### PROCEDURES

1. Explain the role that product/service planning activities play in a company's success in the marketplace.

2. Identify factors that influence product/service planning: price, motives for buying (physical and psychological), family, friends, work environment, personality, attitude, perceptions, prestige, etc.

3. Have your students access the U.S. Bureau of the Census to acquire primary data, such as demographic information about another city in Missouri or a town in another state.
   ***http://www.census.gov/***

   Or have your students acquire on-line demographic information about another country.
   ***http://www.odic.gov/cia/publications/pubs.html/95fact/index.html/***
   ***http://lib4.fisher.su.oz.au:80/Guides/Government/index.html/***

4. Have your students formulate a survey instrument using the information they gathered on-line about the city, town, state, or country of their choice. Have your students formulate

**questions that they may ask a keypal. (To save time, students could develop the survey instrument off-line in word processing software and upload the survey electronically to their keypals. In addition, any on-line data that they receive from their keypals can be downloaded onto a disk for future reference. Since each computer system and its related software are different, please check with your technology coordinator to learn how to upload and download files.)**

The questions to include in the survey may include:

- What is the population of your town, state, and country?
- Do most people finish high school and go on to college in your town? Do you plan to go to college or other type of school after graduation?
- What kinds of industries and businesses are there in your town? What are the jobs you can get in them? Do you plan to work in your town when you finish high school? What kind of job?
- Tell me some interesting facts about the location of your town.
- What are the popular musical groups and songs, clothing, foods and restaurants, cars, and hangouts in your town?
- Do you work during or after school?
- What kinds of activities (dances, proms, organizations, etc.) does your school sponsor?
- How do you spend your leisure time?
- What was your favorite vacation?
- Do you have a spring break? What did you do during your last spring break?
- How large is your family? How long have you lived in your town?
- Have you used the Internet? Do you have access to on-line malls?

5. Use the exercises in the "Practice . . . Practice . . . Practice" section to teach students how to use the e-mail software. A good hands-on way to show the students how e-mail works is to have them e-mail

   ***info@wentworth.com***

   Have your students type: ***send welcome*** in the body of the message so that a congratulatory message will be sent back to their mailboxes.

6. Arrange e-mail contacts for your students so that they can each write to a keypal. Set up the exercise by corresponding (via e-mail) with the teacher of the keypals. Find out the difference in time zone, in what course the keypals use e-mail, how often your students can expect to receive e-mail from them, etc. Inform the teacher of the kind of information your students will be seeking and how often your students will be sending e-mail. To find keypals, send e-mail to these locations:

   ***majordomo@citybeach.wa.edu.au ( In the body of the message, type: subscribe ekids)***
   ***fishhoek@uctvax.uct.ac.za***

   Or URL to:

   ***http://www.reedbooks.com.au/heinemann/global/global1.html***
   ***gopher://wealaka.okgeosurvey.gov/k12/Keypals wanted/***

   Your students may need to contact their keypals more than two or three times to obtain all of the information they will need to develop their written and oral report.

7. Have students prepare a written report to present orally to the class. Display their reports on a bulletin board, using a map of the United States or the world to pinpoint the location of the keypals.

8. **As a class, discuss how the demographics gathered are the same as or different from their town and school. What is the value of knowing this information for marketing students? Lead a class discussion about the products and services that could be marketed on the Internet as a result of the information they obtained from their keypals. Tie in this information with the lesson "Take a Field Trip on the Internet."**

## CLOSURE

To complete this lesson, students have identified a source for acquiring primary data about products and services in the marketplace, beginning with their own town. Students also have acquired skills in using e-mail, demonstrating netiquette and on-line writing skills, and preparing both a written and an oral report. This lesson plan also may be completed in teams.

CASE STUDY

# edicting the Future

**Microsoft Corporation** has always been in the forefront of the microcomputer technology revolution. In 1973, Bill Gates and his classmate Paul Allen started the company. They were 18 years old and still students. Today, Gates is one of the wealthiest men in America with a net worth approaching $8 billion. Microsoft is the biggest software producer in the world. Its operating system, MS-DOS, is used in 85 percent of all microcomputers.

Often, technology companies become so good at making a certain kind of equipment or software that they stop looking at what new technologies may arise. When that happens, they get left behind. Gates and Microsoft don't want to make that mistake. Microsoft is making big investments in research and development of products that will give customers access to the information superhighway. The advances in communication will create new ways of using communication for learning, education, and commerce that go far beyond anything done to date, Gates says. The company has recently introduced a new project called Tiger, which will make digitized sound and television available to cable and phone subscribers with interactive television. It is also developing the software people will need in order to hook up to Tiger's programming!

A division of the company currently produces CD-ROM disks for education and entertainment, but its eye is on the future, too. It is creating a market for the interactive services that the information superhighway will make available: its CD-ROM disks tie in to future interactive programming.

Another of Gates's ideas being developed is what he calls a "wallet PC." This is an electronic version of all the things you normally carry with you—shopping lists, calendars, credit cards, maps, even money! You would have a constant electronic connection to your bank account, so that you could pay for things without ever handing over a thing. Doing business on the Internet will one day require this kind of electronic money. Microsoft is trying to get a head start in the market.

At the same time, the company continues to upgrade its traditional software. The newest version of its popular Windows software, code named Chicago, includes many long-awaited improvements in ease of use and power. It also includes the capability to go on-line with the click of a mouse. That will eliminate the need for separate communications software among Windows users and give Microsoft a big advantage in the electronic mail business.

It's easy to see how Microsoft spends $500 million a year on research and development. Doing exploration on the future is expensive. It's risky. But in Microsoft's case, it is also likely to be quite profitable.

## *Case Study Review*

1. **Why might some companies decide to continue making the same computers for many years, rather than exploring new products for future markets?**
2. **What steps is Microsoft taking to make sure that it will not be left behind in terms of computer technology?**

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**WORK VALUES INVENTORY**
**(Brief Summary)**

A 45 question test by Donald Super that assesses the forms of satisfaction that men and women seek in their work. It is used for academic and career counseling in high schools and colleges and for personal selection and development. The individual rates the importance of 45 work values which generally takes about 15 minutes. Your handout explains how each value is ranked. The following work values are measured by this inventory.

achievement - values accomplishment
altruism - values service to others
aesthetics - values beauty and artistic endeavors
creativity - values inventiveness
intellectual stimulation - values independent thinking
independence - values independent actions
prestige - values status and power
management - values planning/organizing for others
economic returns - values ample financial rewards
security - values maintaining same job
surroundings - values pleasant environment
supervisory relations - values working for one fair and easy to get along with
associates - values working relationships
way of life - values desirable lifestyle
variety - values doing a variety of tasks

The two or three values that have the highest rating are considered in the counseling process along with one's contrasting three lowest scores. For example if one's three highest scores were surroundings, economic returns and way of life in contrast to lowest scores of altruism, aesthetics, and creativity, a clear distinction can be made. This individual values a pleasant environment and would like to earn a lot of money. He does not value artistic endeavors or being creative or providing service to others.

| Attractive Careers | Unattractive Careers |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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NAME _____

**The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.**

**5 means "Very Important"**
**4 means "Important"**
**3 means "Moderately Important"**
**2 means "Of Little Importance"**
**1 means "Unimportant"**

**(Fill in one oval by each item to show your rating of the statement.)**

Work in which you . . .

1. . . . have to keep solving new problems.
2. . . . help others.
3. . . . can get a raise.
4. . . . look forward to changes in your job.
5. . . . have freedom in your own area.
6. . . . gain prestige in your field.
7. . . . need to have artistic ability.
8. . . . are one of the gang.
9. . . . know your job will last.
10. . . . can be the kind of person you would like to be.
11. . . . have a boss who gives you a square deal.
12. . . . like the setting in which your job is done.
13. . . . get the feeling of having done a good day's work.
14. . . . have authority over others.
15. . . . try out new ideas and suggestions.
16. . . . create something new.
17. . . . know by the results when you've done a good job.
18. . . . have a boss who is reasonable.
19. . . . are sure of always having a job.
20. . . . add beauty to the world.
21. . . . make your own decisions.



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5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

22. . . . have pay increases that keep up with the cost of living.
23. . . . are mentally challenged.
24. . . . use leadership abilities.
25. . . . have adequate lounge, toilet and other facilities.

26. . . . have a way of life, while not on the job, that you like.
27. . . . form friendships with your fellow employees.
28. . . . know that others consider your work important.
29. . . . do not do the same thing all the time.
30. . . . feel you have helped another person.
31. . . . add to the well-being of other people.
32. . . . do many different things.
33. . . . are looked up to by others.
34. . . . have good contacts with fellow workers.
35. . . . lead the kind of life you most enjoy.

36. . . . have a good place in which to work (good lighting, quiet, clean, enough space, etc.)
37. . . . plan and organize the work of others.
38. . . . need to be mentally alert.
39. . . . are paid enough to live right.
40. . . . are your own boss.
41. . . . make attractive products.

42. . . . are sure of another job in the company if your present job ends.
43. . . . have a supervisor who is considerate.
44. . . . see the results of your efforts.
45. . . . contribute new ideas.

***Now check to be sure that you rated every statement.***



END OF WORK VALUES INVENTORY.

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## WORK VALUE INVENTORY RESULTS

Donald E. Super

Score Scale

CREATIVITY--work which permits one to invent new things, design new products, or develop new ideas. 15, 16, 45

MANAGEMENT-- work which permits one to plan and lay out work for others. 14, 24, 37

ACHIEVEMENT--work which gives one the feeling of accomplishment in doing a job well. 13, 17, 44

SURROUNDINGS--work which is carried out under pleasant conditions--not to hot or too cold, noisy, dirty, etc. 12, 25, 36

SUPERVISORY RELATIONSHIP--work which is carried out under a supervisor who is fair and with whom one can get along. 11, 18, 43

WAY OF LIFE--work that permits one to live the kind of life he chooses and to be the type of person he wishes to be. 10, 26, 35

SECURITY--work which provides one with the certainty of having a job even in hard times. 9, 19, 42

ASSOCIATES--work which beings one into contact with fellow workers whom you like. 8, 27, 34

ESTHETIC--work which permits one to make beautiful things and contribute beauty to the world. 7, 20, 41

PRESTIGE--work which gives one standing in the eyes of others and evokes respect. 6, 28, 33

INDEPENDENCE--work which permits one to work in their own way as fast or slow as they wish. 5, 21, 40

VARIETY--work which provides an opportunity to do different types of jobs. 4, 29, 32

ECONOMIC RETURN--work which pays well and enables on to have the things they want. 3, 22, 39

ALTRUISM--work which enables one to contribute to the welfare of others. 2, 30, 31

INTELLECTUAL STIMULATION--work which provides opportunity for independent thinking and for learning how and why things work. 1, 23, 38

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DASYS Program

# Transferable Skills Self-Assessment

**Skills and abilities are important factors in Career Planning. These can be considered both as natural abilities, personal attributes, and learned skills. Identify your level of development in each of the following skills, abilities, and attributes areas by placing an "X" in the appropriate column. Be as objective as possible. Base your assessment on your past experiences. Record these on your Personal Profile as appropriate.**

| AREAS OF SKILLS & ABILITIES | LEVEL OF DEVELOPMENT | | | |
|---|---|---|---|---|
| COMMUNICATION SKILLS | POOR | FAIR | GOOD | EXCELLENT |
| Speaking One-to-One | | | | |
| Speaking to Small Groups | | | | |
| Speaking in Small Groups | | | | |
| Speaking to Large Groups | | | | |
| Speaking in Large Groups | | | | |
| Listening | | | | |
| Interviewing Others | | | | |
| Being Interviewed | | | | |
| Creative/Journalistic Writing | | | | |
| Written Communications | | | | |
| Technical Writing | | | | |
| Non-Verbal Communication | | | | |
| Analyzing Information | | | | |
| Organization of Ideas & Concepts | | | | |
| Explanation of Ideas & Concepts | | | | |
| INTERPERSONAL SKILLS | POOR | FAIR | GOOD | EXCELLENT |
| Working One-to-One | | | | |
| Working in Teams or Groups | | | | |
| Working with Children | | | | |
| Working Independently | | | | |
| Working with Supervisors | | | | |
| Working with Subordinates | | | | |
| Maintaining Positive Relationships | | | | |
| Selling Ideas/Products | | | | |
| Handling My Feelings | | | | |
| Expressing My Feelings | | | | |
| Responding to Feelings of Others | | | | |
| Understanding Self | | | | |
| Giving Feedback | | | | |
| Receiving Feedback | | | | |
| Confronting Others | | | | |
| Being Confronted | | | | |
| Handling Conflict | | | | |
| Avoiding Conflict | | | | |
| Negotiating | | | | |
| Arbitrating | | | | |



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| AREAS OF SKILLS & ABILITIES | LEVEL OF DEVELOPMENT | | | |
|---|---|---|---|---|
| TECHNICAL SKILLS | POOR | FAIR | GOOD | EXCELLENT |
| Math (calculation/measures) | | | | |
| Chemistry | | | | |
| Physics | | | | |
| Biological Science | | | | |
| Mechanical Repair | | | | |
| Electrical Repair | | | | |
| Mechanical Assembly | | | | |
| Electrical Assembly | | | | |
| Operation of Machine | | | | |
| Typing | | | | |
| Record Keeping | | | | |
| Inspection | | | | |
| Computer Operator | | | | |
| Computer Programmer | | | | |
| Computer Analyst | | | | |
| Budget Management | | | | |
| SKILLS FOR MANAGING SELF OR OTHERS | POOR | FAIR | GOOD | EXCELLENT |
| Setting Standards | | | | |
| Taking Direction | | | | |
| Giving Direction | | | | |
| Establishing Goals | | | | |
| Achieving Goals | | | | |
| Taking Initiative | | | | |
| Organizing | | | | |
| Coordinating | | | | |
| Planning | | | | |
| Meeting Deadlines | | | | |
| Providing Leadership | | | | |
| Follow-Through on Action | | | | |
| Accepting Responsibility | | | | |
| Making Decisions | | | | |
| Clarifying Issues | | | | |
| Solving Problems | | | | |
| Analyzing Situations | | | | |
| Training Others | | | | |
| Managing Processes | | | | |
| Designing Systems | | | | |
| Implementing Systems | | | | |
| Managing Systems | | | | |
| Delegating | | | | |
| Coaching | | | | |
| Identifying Resources | | | | |
| Managing Resources | | | | |



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| AREAS OF SKILLS & ABILITIES | LEVEL OF DEVELOPMENT | | | |
|---|---|---|---|---|
| PERSONAL ATTRIBUTES | POOR | FAIR | GOOD | EXCELLENT |
| Analyzer | | | | |
| Artistic | | | | |
| Assertive | | | | |
| Creative | | | | |
| Dependable | | | | |
| Enthusiastic | | | | |
| Good with My Hands | | | | |
| Helpful | | | | |
| Logical | | | | |
| Money Manager | | | | |
| Motivated | | | | |
| Patient | | | | |
| Persistent | | | | |
| Pride in Job Well Done | | | | |
| Researcher | | | | |
| Responsible | | | | |
| Self-motivated | | | | |
| Sense of Humor | | | | |
| Sensitive | | | | |
| Sociable | | | | |
| Synthesizer | | | | |
| Tactful | | | | |
| Tolerant | | | | |
| Trustworthy | | | | |
| | | | | |
| | | | | |
|

Figure 9-1

## STANDARD BUSINESS LETTER

Southland Office Supply

11061 West Olympic Boulevard
Los Angeles, California 90064

August 30, 19–

Mr. Dan Provost
3119 South Barrington Avenue
Suite G
Los Angeles, California 90066

Dear Mr. Provost:

Today we received your written request for four (4) reams of Pale Yellow 24-pound writing bond. We do not regularly stock this special color. Nevertheless, we have taken the liberty of ordering it for you from our supplier, who promises to have it to us in five (5) days. I will call you as soon as it comes in.

Thank you for thinking of Southland for your office supply needs. We look forward to filling this order and to doing business with you in the future.

Sincerely yours,

Jessica H. Johnston, Manager

jhj/seg

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## ADVANCED MARKETING/ COOP

Perry County Central High School
Fall Semester 1997

## COURSE DESCRIPTION

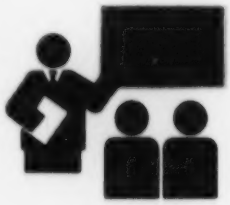
- Job Skills, Career Planning,
- Prerequisites required
- Two hours cooperative learning experience
- Leadership and Management
- One hour of class instruction

## RATIONALE

- The Advanced Marketing/ Coop class is designed for students to introduce students into the workplace and develop skills for entry into the workplace.

## COURSE OBJECTIVES

- Understand concepts of economic systems
- Understand concepts of the free enterprise system
- Understand concepts related to international economics



## COURSE OBJECTIVES (CONTINUED)

- Understand entrepreneurship concepts
- Develop a business plan
- Understand the role that technology plays in today's workplace

## COURSE OBJECTIVES (Continued)

- Display effective communications skills
- Develop strategies for career planning

## BEST PRACTICES

- Introduction to technology in use in today's business
- Current events articles
- Field trips
- Guest speakers
- Use the internet

## BEST PRACTICES (CONTINUED)

- Problem solving and decision making
- Develop fictional business and business plans
- Demonstrate job skills
- Small group projects
- Oral and written communications to classmates and businesses

## UNITS

- Economic systems
- Entrepreneurship
- Technology in business
- Career Planning
- Communications

## UNIT 1 - ECONOMIC SYSTEMS

- The unit on economic systems is designed to help students understand different world economies, the fundamentals of a free enterprise system, the ways economies are measured, and the emphasis of international economics.

## UNIT 2 - ENTREPRENEURSHIP

- This unit introduces students to the process of planning, starting, and managing their own business.
- Decision making and problem solving skills are emphasized.

## UNIT 3 - TECHNOLOGY IN BUSINESS

- This gives students an insight into what technology businesses are using.
- Looks at the skills business is looking for
- Takes a look at the workplace in the year 2000 and beyond

## *UNIT 4 - CAREER PLANNING*

- Students will explore jobs available in the marketing field.
- Examine their own goals and skills
- Explore different avenues to use in a job search

## *UNIT 5 - COMMUNICATIONS*

- The unit focuses on the importance of communications in today's workplace
- Give presentations to the class, write resume and cover letter, read body language, and use E-mail

*by Bobby Dixon*

- The End !!